

Title I Updates Fall 2010

Terry Teichrow

Jack O'Connor

Montana Office of Public Instruction

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Disclaimer!!!

- All items discussed in the reauthorization slides are best guesses and not fact
- The information contained in the slides on reauthorization was as accurate as possible as of 9/17/10
- By now things may have changed significantly so please do not assume that the information on these slides is fact

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Reauthorization Update

- Nothing anytime SOON!
- All based upon having the votes to pass the legislation
- Both sides want all agreements done ahead of time
- 9/21/10-Senate education committee hearing on literary sections
- CCSSO has seen sections 1111 and 1116

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Reauthorization cont.

- 2007 NEA saw sections of legislation and used influence to kill it
- This time most of the work will not be leaked to prevent this from happening again
- House and Senate staffers are doing most of the work

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Cont.

- Public School Choice-this set aside will be changed, research has shown that it is not effective although open enrollment concepts will be discussed.
- Supplemental Educational Services-this will be changed as research has shown that it is not effective. However, it will be there for the bottom 5% of schools in each state.

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Cont.

- Charter schools-a lot of debate here, Congress wants more quality controls and supervision for these places
- 20% set asides for PSC/SES will be removed
- 10% set aside for professional development will remain
- There is a lot of support for before and after school programs but no consensus on what that will look like.

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Discussions-House

- LEA and SEA capacity is a big issue
- LEAs need the capacity to do the work
- SEAs need capacity to assist with the work
- SEA administration set aside needs to be increased
- Wants schools to use more data to drive improvement, feels more data training is needed as schools do not know how to use the data that they have

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Discussions-House cont.

- House Democrats want Title opportunities expanded to ages 3-4
- House Republicans are against this as there is no institution to oversee this, and they do not want to expand government bureaucracy
- Very little support for the four improvement models established by Department of Education

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Discussions-House cont.

- More Title I in high schools
- Separate title program for STEM and Literacy

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Discussions-Senate

- Looking at more competitive grants in addition to the regular grant
- Rewards for schools making improvement
- Forced change of district/school administration
- Forced closure of poorly performing schools after “x” number of years
- Ways to integrate ESEA and IDEA
- IEPs for students in Title I

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Senate/House joint ideas

- Common Core is important in both houses
- Ranking systems-states will rank all schools
- Bottom 5% will face forced sanctions
 - These will be told what to do
 - They will be told what changes to make
 - SES could take place here

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Senate/House joint ideas cont.

- States need more capacity to assist low performing schools
- All districts/schools will have continuous school improvement plans
- No change to the basic Title I formula
- More peer reviews at LEA and SEA levels-but this is a concept rather than in the language

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Senate/House joint ideas cont.

- Supplement, not supplant is a big issue especially with a reward system
- Fed money for this would come out independently of other Title monies, but this has not been finalized
- SIG and Race to the Top is not liked by most members of Congress because it they take too much money away from too many districts

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Senate/House joint ideas cont.

- Competitive grants may put new monies into the system
- May change Title I concepts so that they do not reinforce that status quo
- Work of the SEA should be more than compliance

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Other Title Programs

- More money for PD under II A
- More money for II D-this program may end
- Change in how assessments are done in home language and English in Title III-this will depend on language ability

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Work/Timelines

- Most work is being done by staffers
- It is being done in a bipartisan manner, but this is not a speedy process
- If the work is not completed in approximately 10 months then it will probably fall on the next Congress to get something done
- If there is a massive shift in Congress they may try to do something, however, this will be unlikely because lame duck congresses usually don't do these types of things

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Annual Measureable Objectives

- For the first time in three years, the AMO will be going up
 - Last three years: reading 83% math 68%
 - Next three years: reading 92% math 84%
 - By 2014 they will be: reading 100% math 100%

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Contact information

- Jack O'Connor
 - Assistant Title I Director
 - Phone: 406-444-3083
 - Email: JO'Connor2@mt.gov
 - Fax: 406-444-3924

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TITLE I, Part A - TARGETED ASSISTANCE

- **What is a Targeted Assistance School?**
 - Serves eligible students identified as having the greatest need;
 - Serves children identified as failing or most at risk of failing to meet State academic standards;
 - Based on multiple, educationally related, objective criteria established by the LEA;
 - Assistance is given mainly in reading and/or math.

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TITLE I, Part A – TARGETED ASSISTANCE

- **Eligible Students**
 - Economically disadvantaged children;
 - At-risk children;
 - Children with disabilities;
 - Migrant children;
 - Limited English Proficient children;
 - Children from Head Start, Even Start, Early Reading First programs;
 - Neglected & Delinquent children; and
 - Homeless children and youth.

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TITLE I, Part A - TARGETED ASSISTANCE

- Objective LEA criteria
 - MontCAS
 - District assessments
 - Classroom performance
 - Parental interviews or requests
 - Teacher judgment

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TITLE I, Part A - TARGETED ASSISTANCE

- Use of funds
 - Serve children with the greatest need
 - Services in addition to regular school program
 - Supplement not Supplant requirement
 - Use of funds
 - See USED Non-Regulatory Guidance
 - OPI, Title I Website
 - TransACT

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TITLE I, Part A - SCHOOLWIDE

- What is a Schoolwide program?
 - A Title 1, Part A funded school that:
 - Has a poverty rate of 40% and above
 - Serves all students regardless of eligibility
 - Assists in all core subjects
 - Chooses to adopt a planning and implementation process

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TITLE I, Part A - SCHOOLWIDE

- General Schoolwide issues
 - An opportunity for comprehensive, schoolwide reform using/combining all Title funds to improve academic success for all students
 - Provides needed service to all students
 - All students are eligible (not targeted)
 - Supplement not Supplant requirements required
 - Use of funds similar
 - USED, OPI and TransACT Guidance

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SCHOOLWIDE PROCESS

- Letter of intent
 - Intent to become a Title I, Schoolwide program starting in a specific school year
 - Details of the one-year planning process
 - Current percent of poverty (40%)
 - Planning team
 - Start date for planning
 - Start date for Schoolwide

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SCHOOLWIDE PROCESS

- Six - Step Planning Process
 - Planning Team
 - Comprehensive needs assessment
 - Clarify priorities and finding effective (Scientifically Based) strategies
 - Setting measurable goals
 - Writing the plan
 - Finalize (implement) the plan and Annual Review

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SCHOOLWIDE PROCESS

- Ten Plan Components
 - Comprehensive Needs Assessment
 - Schoolwide Reform Strategies
 - Highly Qualified Teachers
 - Professional Development
 - Attracting HQ Teachers
 - Increased Parent Involvement

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SCHOOLWIDE PROCESS

- Ten Plan Components (continued)
 - Transition from Preschool Programs
 - Process for Including Other Stakeholders
 - Assistance for Struggling Students
 - Coordination and Integration of Funds
 - USED Non-Regulatory Guidance (March 2006)
 - Designing Schoolwide Programs

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TITLE I, Part A - SCHOOLWIDE

- General Information
 - A Schoolwide Plan for each school
 - Keep written (electronic) documentation on file
 - Review and revise plan annually
 - Submit to the CSIP (5YCEP) by June 30 prior to the school year of implementation

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TITLE I, Part A - SCHOOLWIDE

- Input Plan to the CSIP (5YCEP)
 - A plan for each school (not district)
 - Five Narrative Questions
 - Amount and use of funding sources
 - Other sections if appropriate
 - Improvement, Corrective Action or Restructuring
 - Annual Review and CSIP Update

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TITLE I, Part A - SCHOOLWIDE

- Existing Schoolwide Programs
 - Review and Revise Annually
 - Update in CSIP and in E-Grants
 - Narrative and Use of Funds

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PARENT INVOLVEMENT

- Develop a Parent Involvement Plan
 - In consultation with teachers, principals, administrators and parents of Title I students
- Written District Policy
- Written School Policy

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PARENT INVOLVEMENT

- Each school shall:
 - Convene an annual meeting of parents (Title I)
 - Provide flexible or multiple meeting schedules
 - Involve parents in all PI plan issues
 - NCLB, Sec. 1118
 - Provide parents with timely information
 - Include parent comments in the plan

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PARENT INVOLVEMENT

- Building Capacity for Parent Involvement
 - District Policy – assists the school (parent) in increasing parent involvement
 - School Policy - to ensure effective parent involvement and to support a strong partnership between the school, district, parents, and community

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PARENT INVOLVEMENT

- Building Capacity (continued)
 - Shall provide assistance to parents in understanding all academic areas
 - Shall provide material and training
 - Parent literacy and technology
 - May provide (see NCLB, Sec 1118, c)

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PARENT INVOLVEMENT

- School-Parent Compact
 - Describe school's responsibility (signature)
 - Describe parent's responsibility (signature)
 - May include student responsibility and signature
 - Address importance of communication between teachers and parents
 - At least annual Parent-Teacher Conference
 - Frequent reports to parents on student progress
 - Access to staff, opportunity to volunteer and observe

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RESOURCES

- USED Guidance
- OPI Website
- TransACT
- Terry Teichrow
 - 406-444-2036
 - tteichrow@mt.gov

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